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III.

THE PUBLIC SCHOOLS OF ENGLAND.

PART II.

IN a former paper a sketch has been given, necessarily imperfect, but still it is hoped sufficient for its purpose, of the organization and method of government and discipline of the chief public schools of ancient foundation in England. Among much variety it appeared that there were certain peculiar features common to all, and these will be now considered ; as it may be at once conceded that, if they can not be shown to be upon the whole the best for the end in view—the training of boys and young men to become good citizens—the system must be condemned ; or at any rate can not be safely taken as a model in societies which are at present without it.

The first of these characteristics, and the one which distinguishes the English public-school system from that of every other system of education in Europe, is, that a large number of boys, between the ages of eleven and nineteen, are left for the greater part of their time to form an independent society of their own, in which the influence that they exercise over each other is far greater than can possibly be exercised by the masters.

The experiment may have been a rash one in the first instance, but it is too late in England to argue about it. That boys of very different ages should be brought together in large numbers, and left to form their own society and manage themselves, without any direct interference or supervision by masters, has become a part of the national faith. The small minority of the upper and middle classes who are opposed to the system do not send their boys to public schools, but their number is insignificant, and as a rule their boys do not share their views. It is difficult in England to find a boy, however nervous or delicate, who does not desire to be sent to a public school, or a man who does not look back on his school-life

as a valuable part of his training, though it may have been neither happy, from a social, nor successful from a scholastic, point of view.

This practical unanimity has been the result of much conflict, and has only been reached through a thorough reform of the system as it existed at the beginning of the century. This reform was mainly the work of Dr. Arnold, himself educated at Winchester, and appointed head master of Rugby in 1828. It was said of him at the time, by those who looked with dismay on the probable effect of his appointment, that he was a man who rose every morning of his life in the belief that everything was an open question. And to this extent the remark was true, that he was a man of superb courage and high principle, and no system, tradition, custom, was sufficiently valuable or venerable in his eyes to protect abuse or injustice. When he found himself compelled to face the question, it was not without much hesitation that he came to the conclusion that the public-school system as he found it must be reformed and not overthrown. But that conclusion strengthened with his experience, and remains, therefore, all the more valuable as that of a man who had doubted at the outset of his career whether the system could possibly be made compatible with the highest principles of education, but through that doubt had reached the conviction that the inevitable time of trial in boys' lives might be more quickly and safely passed at English public schools than elsewhere. (Stanley's "Life," vol. i., pp. 110, *et seq.*)

How to infuse into a society of boys such elements as should raise its tone and character—how to cultivate a free and manly feeling in the individual boys, combining respect for lawful—with contempt for servile submission to unlawful authority—was the problem he set himself, and for attaining it he could find no means so effectual as "the peculiar relation of the highest form to the rest of the boys as it exists in our great public-schools." (Stanley, vol. i., p. 117.) His definition of flogging is perhaps the best extant, viz.: "the power given by the supreme authorities of the school to the sixth form, to be exercised by them over the lower boys, for the sake of securing a regular government among the boys themselves, and avoiding the evils of anarchy, in other words the lawless tyranny of physical strength." For the power thus intrusted to them, he held his sixth form strictly to account, standing by them, however, inflexibly in the exercise of it within the defined limits. There was no point on which he was more frequently or severely attacked, or upon which he was more inflexi-

ble. His determination that lawful authority should be respected, and no unlawful authority recognized, made it necessary at times to remove boys whose size and strength gave them an influence which was not being exercised for the general good. In reply to warnings and threatenings, he maintained that any man who meant to govern a great public school must learn that his first, second, and third duty was to get rid of unpromising subjects. These attacks were directed against points on which his ideas "were fixed before I came to Rugby and are even more fixed now; e. g., that the authority of the sixth form is essential to the good of the school, and is to be upheld through all obstacles from within and from without, and that sending away boys is a necessary and regular part of a good system, not as a punishment to one, but as a protection to others. Undoubtedly it would be a better system if there was no evil; but evil being unavoidable, we are not a jail to keep it in, but a place of education where we must cast it out to prevent its taint from spreading."

The limits which he set to the power of fagging at Rugby may now be taken as the general rule of the public schools, though the practice differs to some extent. Each sixth-form boy has several study-fags who dust his study in the morning, taking the duty in turn, week by week, and do any trifling errand or commission for him. There is a rotation by which two or more boys (according to the size of the house and number of the sixth form in it) are told off for tea and breakfast fags, whose most onerous duty is making toast, or running for more milk or butter. Out of the house, in the playing-fields, all fags are liable to an hour's fielding at cricket, or racquets, and in most schools to compulsory attendance at football matches, though this is largely relaxed in the case of weakly boys. In return for these services the fags are entitled to protection and advice, and the relation between the study, or personal, fags and their masters generally becomes a very pleasant and intimate one. The other duties of the sixth consist in keeping order in the houses and dormitories and playing-fields, and at callings over, putting down bullying, drinking, and all other unlawful practices, and representing the school in its corporate relations with the masters. The power of administering corporal punishment is still generally maintained, though its exercise has been put under stringent rules and is now rarely resorted to. Arnold, though no master was more sparing in its use than himself, or more jealous of its use by the sixth form, stoutly defended it from the popu-

lar charge of being a degrading form of punishment. "I know well," he wrote in the "Journal of Education," "of what feeling this is the expression; it originates in the proud notion of personal independence which is neither reasonable nor Christian, but essentially barbarian. It visited Europe with all the curses of the age of chivalry, and is threatening us now with those of Jacobinism. At an age when it is almost impossible to find a true manly sense of the degradation of guilt or faults, where is the wisdom of encouraging a fantastic sense of the degradation of personal correction? What can be more false or more adverse to the simplicity, sobriety, and humbleness of mind which are the best ornament of youth, and the best promise of a noble manhood?"

We will now add the testimony of a few of the ablest of public-school masters, limiting ourselves to those of liberal views, who would have been least likely to regard any system with favor merely because they found it established. Perhaps the most noteworthy is that of Harrow masters, because that school is one of the two most expensive in England, and it would seem likely that the expending classes would not desire to expose their sons to, and that the sons themselves would be likely to resent, any disciplinary system which might seriously interfere with the self-regarding and indulgent habits which surround such homes. The case of Eton (the other rich man's school) no doubt to some extent justifies such an expectation, as the monitorial and flogging system is there reduced to a minimum. But at Harrow it would seem to be regarded, by the ablest and best men who have to work the system, as a tonic of the most healthy kind. Dr. Butler, the present head master, was himself a very distinguished Harrovian, both in the schools and playing-fields. He, while not insensible to the evils incident to any system by which authority is delegated formally to boys over boys—to the possibility that individual boys may be rendered by it stiff and priggish, or imperious, or may be oppressed by a responsibility for which they are unfitted by character and disposition; or that power may be abused, and excessive chastisements inflicted from passion or defect of judgment—nevertheless gives it as his deliberate judgment, in his answers to the Commissioners, that these tendencies are effectually kept in check by public opinion and the tradition of the school, and that any case of cruelty would be sure to come to the knowledge of a master. And so he holds "that the value of such a system as an instrument of government, as an instrument for the education of character, and as a

safeguard against bullying, can hardly be estimated too highly," and declares "in the most emphatic terms his conviction that no great school could long live in a healthy state without it." On the subject of compulsory attendance at games, he has no doubt that they tend to give spirit and vigor to the school. "There is always a certain number of boys who on first coming to the school are, from reserve or diffidence, shy of taking part in the school games. There are other indolent boys who are disposed to lounge about during the afternoons of holidays doing nothing. I think that both these classes gain by being subject to a certain degree of compulsion. So far as I am aware, instances of boys acquiring a distaste for a game in consequence of having been originally compelled to take part in it are very rare." In these views the head master is entirely supported by all his staff who give evidence.

Dr. Temple, now Bishop of Exeter, and head master of Rugby at the time of the Public Schools Commission, gave evidence to the same effect, and his staff also, certainly among the most liberal and distinguished of any body of teachers of our time. The "temporary self-importance" of manner which the position occasionally developed in boys, Dr. Temple declared, soon disappeared, and perhaps even the slight Pharisaism which monitorial authority has been observed by others to engender, in characters not quite congenial with their position, also not unusually led to the real assumption of good habits.

We have no space to cite more witnesses, and will therefore simply add the conclusions at which the Commissioners so often referred to arrived in their report, merely premising that the chairman (the late Lord Clarendon) and the majority of the Commissioners were Eton men, and therefore more likely to be, if anything, biased against both the monitorial system and fagging. Of the former, after discussing its history and the objections to it, they say: "With respect to the principle itself, we do not hesitate to express our conviction that it has borne excellent fruits, and done most excellent service to education. It has largely assisted, we believe, to create and keep alive a high and sound tone of feeling and opinion, has promoted independence and manliness of character, and has rendered possible that combination of ample liberty with order and discipline which is among the best characteristics of our great English schools." Of fagging, after stating how careful their inquiry had been among the younger boys themselves, they say: "On the whole, we are satisfied that fagging, mitigated as it has been, and

that considerably, by the altered habits and manners of the present day, is not degrading to the juniors, is not enforced tyrannically, and makes no exorbitant demands on their time, and that it has no injurious effect upon the character of the seniors. The relation of master and fag is generally friendly, and to a certain though perhaps to a slight extent one of patronage and protection, and it sometimes give rise to lasting intimacies. It is an institution created by the boys themselves in the exercise of the liberty allowed to them, and is popular with them and is tacitly sanctioned by the masters, who have seen the tyranny of superior strength tempered and restrained in this way by rule and custom till it has practically ceased to be a tyranny at all. We recommend only that it should be watched ; that fags should be relieved from services which may more properly be performed by servants ; and that care should be taken that neither the time which a little boy has for lessons nor the time which he has for play should be encroached upon unduly."

We have dwelt upon this part of our subject at far greater length than we can afford to any other, as here undoubtedly is the crux of the question. If boys of English race are to be brought together in large numbers away from their own homes, it seems clear to us that they can not be managed by masters except under a system of military discipline (such as that in force at West Point). But, this being wholly inapplicable to ordinary schools for civilians, there is no alternative between anarchy and some such system as the English boy has invented for himself in this island.

We may now turn to the constitution of public schools, which has been reduced to practical uniformity since 1861, the date of the report of the Public School Commission. Each school is controlled by a governing body, composed mainly of persons connected with the neighborhood or with the school itself, such as landed proprietors and past head masters, with an infusion of members selected by the Crown, the visitor, or the governing body itself, for distinction in literature, science, or public life. In this governing body all the property of the foundation is vested, and by them it is administered. They exercise an absolute ultimate control over expenditure, and fix the salaries of the head and assistant masters and other officers, and regulate the fees for teaching and other charges and the number of boys who shall be admitted. They appoint and remove the head master, and settle the subjects which shall be taught in the school. Theoretically they have also control of the detail of the hours of study and methods of teaching ; but in practice these

are left entirely to the head master, assisted in most cases by a council of the under masters. Indeed, it is now an accepted principle that the governing body settles what shall be taught, but how it shall be taught is left entirely to the head master. The remedy of the governing body is to dismiss him, if necessary ; but while he is there he is absolute over the studies and the internal discipline of the school. As a rule, he selects, appoints, and promotes all his own assistants, who, in grave cases, have a right of appeal to the governing body—a right, however, seldom exercised, and looked upon with scant favor. The members of the governing body have no pecuniary interest whatever in the school, though in some instances, and especially in the case of schools of modern foundation, where the necessary funds have been wholly or in part contributed by a number of subscribers, they may hold—not as members of the governing body, but as life governors—certain rights of nomination which carry with them a reduction of fees.

We will now turn to three schools of modern foundation, which, whether we look at their numbers, their character, or their influence on education, form the most important section of the English group. It is not easy to make a selection, but for our purposes it will be enough to take three of the most successful, which, differing slightly in type, afford remarkable examples of how the traditional system can best be molded to the needs and uses of our time. These shall be the Colleges (as they are called) of Marlborough, Haileybury, and Clifton.

Of these, Marlborough College is the oldest, having been founded in 1843 on this wise : Marlborough is an old county town, on the Bath road, pleasantly situated on the river Kennet, and a sort of appanage of the Marquis of Aylesbury, whose domain, known as Savernake (an ancient forest), bounds the town on the west and south, and to whom the greater part of it belongs. On the opposite side lie the Wiltshire Downs ; so that, what with the tract of virgin forest and the open down country, the situation is well adapted for a big school. Before the Great Western Railway was built from London to Bath, about a hundred four-horse coaches ran daily along the road, almost all of which stopped to change horses, and dine or sup, at the Castle Inn, one of the largest and most famous hostgeries of that day. It was called the Castle from a curious old artificial mound in the inn-grounds, which were extensive, stretching from the road down to the Kennet. As elsewhere in England, so at Marlborough, the local magnates opposed the railway, and drove it away from the

town to a longer route along the Thames Valley. The consequence was, that the traffic left the road, all the coaches were taken off, the Castle Inn was shut up, and the town nearly ruined. The Castle Inn consisted of a handsome block of red-and-black brick buildings of the date of Queen Anne, and attracted the notice of a number of gentlemen, chiefly clergy and lawyers, connected with the county, who were anxious to preserve a public-school education for the youth of the professional classes, which the rapidly increasing rate of charge and costliness of habits at the old public schools seemed likely to endanger. They accordingly negotiated for a lease of the Castle and grounds from Lord Aylesbury, and subscribed sufficient funds to start the experiment. For a few years the success was doubtful, but, upon the appointment of Dr. Cotton (afterward Bishop of Calcutta, and one of Arnold's best colleagues) to the mastership, the school rose rapidly to that place in the first rank which it has held ever since. The old inn remains the center of a group of buildings which have gradually risen round the large court which lies between it and the Bath road, and, under the supervision of Mr. Street, R. A., one of the first architects in England, are beginning to assume an appearance not unworthy of the reputation of the school. Every subscriber of £50 to the foundation fund becomes a life governor, with the right of one nomination for every £50 so subscribed, such nomination carrying a reduction of £5 in the school expenses. These are £80 per annum in the college, which covers everything except private tuition and personal expenses, while seventy boys, sons of clergymen, are admitted as foundation scholars at £50 per annum. At first all the boys resided in the college buildings, but, as the school grew, senior masters were allowed to open boarding-houses, at which an extra charge of £20 is made. Home boarders from the town pay £21 a year. There are now 565 boys in the school, of whom some 400 are in the college and the remainder at the boarding-houses. The school is modeled upon Rugby, and has fulfilled the intentions of its founders by continuing to give the highest education at a comparatively reasonable cost. A boy in the highest form may still be kept there for something under £100 a year.

Haileybury was originally a college of the East India Company for the Indian Civil Service, to which students went at the ages of eighteen or nineteen. Mountstuart, Elphinstone, Lord Lawrence, and a host of eminent Indian civilians, living and dead, were trained here, and their memory is preserved in the houses into which the

modern school is divided. The buildings inclose a square space of some six acres, and lie quite by themselves in a fine pastoral country three miles from the nearest large village, and four from the town of Hertford. When the nation took over the control of India, the property was for sale, and was purchased like that at Marlborough by an association of gentlemen desirous of doing for the home counties what the elder school had accomplished for the western. The experiment has been equally successful. Under Drs. Butler and Bradby, both Rugbeans, the school has been carefully modeled on the old lines. The school buildings are already too small, and are being enlarged so as to accommodate five hundred boys, the number hitherto having been limited to three hundred and fifty. The experiment will be an interesting one, as the whole five hundred will live in college, the system of boarding-houses kept by masters who are allowed to make higher charges for board not having been followed at Haileybury, except in the case of one small house containing a few delicate boys. It is this feature which distinguishes it from the older foundations, and from Marlborough, and it is one of the first importance upon which we shall have something to say presently. The charges at Haileybury are slightly lower than those at Marlborough, and may be taken as a standard of the fair cost of such institutions, as it has been framed with the most careful regard to economy and efficiency. They are, for boys not nominated, seventy guineas a year if sons of laymen, sixty guineas if sons of clergymen. The nomination of a donor reduces this payment by ten guineas. The extras are rigidly checked, so that the total yearly cost of a boy at Haileybury is under £90.

The third on our list, Clifton College, is a proprietary school, founded by a company, the capital being held in shares, the ownership of which confers the right of nomination. There are also a limited number of nominations at the disposal of the Council, which to meet the requirements of the public may be rented at the rate of four to ten pounds a year. The school buildings are close to the city of Bristol, and consequently there are a large number of day scholars among the pupils, but the majority of the boys (nearly six hundred in all) board at the head master's house, or at boarding-houses licensed by him. The system is modeled to a great extent on that of Rugby, the compulsory attendance at games and fagging being even more strictly maintained than in the older school. Although still holding to the principle that the study of the classical languages and literature should be retained as the best vehicles for

the culture of grammar and the humanities, Clifton College has gone further than any other of the public schools in acknowledging and endeavoring to meet the demands of the new time in other directions. The college for teaching purposes is divided into a classical side, a modern side, and a military and engineering side. The classical side is worked with special view to boys preparing for the universities ; the modern, with a view to boys preparing to enter civil life at once on leaving school, in commerce or the professions ; and the military and engineering side, with a view to boys intended for the scientific branches of the army or the Indian service, and who would proceed, on leaving Clifton, to the Royal Military Academy at Woolwich, or the Indian Engineering School at Cooper's Hill, the instruction being of course equally well adapted to boys intending to enter the lines or to become civil engineers. The changes, in short, which have been looked upon with more or less disfavor, and accepted with more or less reluctance by many of the leading public schools, have been wisely and heartily accepted by the Clifton authorities. At all the schools modern languages and physical science have indeed become a part of the curriculum ; but with rare exceptions they languish, and are looked upon with something of disfavor by the boys even where the masters are loyally bent on giving them a fair chance. It is the rare distinction of Clifton to have passed quite ahead of her sister schools in asserting for these studies the place which they must undoubtedly hold in the near future. Clifton College has attached to it a junior school, under the immediate superintendence of the head master, but with separate schoolrooms, boarding houses, and play-grounds, an arrangement which, though existing to some extent at Haileybury and elsewhere, may be said to be on trial here. The school fees are £25, and the boarding fees for boys over thirteen £72, under that age £60 ; and, as the extra fees for the use of the laboratories and workshops are somewhat heavy (ten guineas in laboratory and £3.15 in the workshops), the average total cost for a boy may be taken as higher than that at Haileybury, and possibly slightly in advance of Marlborough also.

We have taken these three foundations as examples of the best class of schools which the great educational movement of our day has produced in England. The depth and strength of that movement may be illustrated by the following list—by no means a complete one—of schools which have sprung into existence, or have been revived, in the last forty years. It will be seen, by a glance at the

dates given below, that the English educational revival has been almost simultaneous with the political. The reform which put an end to the political ascendancy of the upper ten thousand had practically commenced in 1830, the year in which the first of these schools was founded. The last of them was opened in 1865, thirty-five years later, and only three before the passing of the second Reform Bill, which in turn has put an end to the ascendancy of the middle classes and admitted the great body of the people to a large, if not a preponderating, share of political power. After the second Reform Bill, one of the first and most important of the acts of the reformed Parliament has been to make education practically universal and compulsory. There is this difference, no doubt, between the wave of 1830 and that of 1870, that whereas the schools which stand out as one of the most striking monuments of middle-class supremacy were either the result of voluntary effort or of the reform and adaptation of ancient endowments, the board-schools and national schools of 1870 are in great measure supported by local rates or aid from the state. But this is merely the redressing of an old injustice. The vast educational endowments of Tudor and Stuart times were intended for the nation. They have been diverted from their original destination and monopolized by the upper and middle classes, and it is only fair that the balance should be set right.

The following are the principal schools of modern foundation, which are governed and managed as public schools:

	Founded.		Founded.
Marlborough.	1843	Brighton.	1847
Haileybury.	1862	Radley.	1847
Clifton.	1860		
King's College, London.	1830	St. Nicholas { Lansing.	1848
University College, London.	1832	Hurstpierpont.	1849
City of London.	1837	Shoreham.	1858
Liverpool College.	1840	Bradfield.	1850
Cheltenham.	1841	Wellington College.	1853
Rossall.	1844	Malvern.	1865

There are other schools of which the Somersetshire College, at Bath, founded in 1858, may be taken as a fair specimen, whose special aim is to provide for gentlemen's sons "a course of education similar to that of our best public schools, with more attention to individual boys than their larger numbers render possible," but these are for the most part proprietary, and no one of them has attained such a position in the educational world as would entitle it to be classed with those of the above list.

Old endowed grammar schools, which have been reorganized, and are governed and managed as public schools:

	Founded.		Founded.
Derby.....	1160	Oundle.....	1556
Lancaster.....	1485	Repton.....	1556
Longborough.....	1495	Brentwood.....	1557
Manchester.....	1515	York.....	1557
King's Lynn.....	1521	Guernsey.....	1563
Grantham.....	1528	Felsted.....	1564
Durham.....	1541	Highgate.....	1565
Canterbury.....	1542	Ipswich.....	1565
Rochester.....	1542	Richmond (Yorkshire).....	1567
Norwich.....	1547	Hereford.....	1583
Burton.....	1549	Lincoln.....	1583
Bury St. Edmund's.....	1550	Colchester.....	1584
Sherborne.....	1550	Oakham.....	1584
Louth.....	1551	Uppingham.....	1584
Bedford.....	1552	Preston.....	1585
Birmingham.....	1552	Dulwich.....	1619
Christ's Hospital.....	1552	Exeter.....	1637
Bromsgrove.....	1553	Cowbridge.....	1685
Tunbridge.....	1553		

The above lists, though by no means complete, may be taken on the whole as a fair presentation of the effort which has been made in England to bring the national system of education within the reach of the bulk of the professional and upper middle classes. A further list might be given of county schools specially intended for the sons of farmers and small tradesmen, at which, at a cost ranging from £25 to £50 yearly, a public-school education is brought within the reach of these classes also, who are at last showing signs that they appreciate and desire to avail themselves of it. England may, therefore, be taken as committed to the principle in education, that in all ranks above the lowest it is desirable to separate boys from their homes at an early age, to bring them together in large numbers, and to allow them, within certain limits, to manage their own society, and govern themselves.

It may be at once admitted that the principle by no means carries conviction on the face of it, and probably many of its stanch supporters would acknowledge that, were it possible to carry on the education of boys until they were ready to go out into the world without severing home ties, or dispensing with the humanizing and refining influence of mothers and sisters in daily life, a better result might possibly be obtained. But is it possible in any highly or-

ganized community? It is only in great centers of population that schools offering any high standard of culture can be supported, and by far the greater proportion of those who desire the highest culture for their children do not live within sufficiently easy reach of them; and, such culture being a matter of the first necessity, will be had somehow, and can only be had by a system of home education, or by some form of boarding-school. Private tuition is out of the question, as the supply of competent teachers could not be found in any community, so that there is no alternative but that of boarding-schools; and then the question remains, upon what lines are they to be laid down, and incidentally whether the system of the English public schools is not, on the whole, the best that has as yet been discovered?

It is no doubt one of vital importance in the United States, where the time has fully come that it must be met. It is with deep regret that any person who appreciates free institutions must see the old American public-school system breaking down on so many points. Nothing could be more healthy, or ought to be abandoned more reluctantly, than the old theory upon which these schools were based, that the sons of all citizens sitting side by side on the same benches, perfectly irrespective of rank and wealth, should have the best teaching which could be provided for them by the state. But, whether we like it or not, we can not shut our eyes to the fact that it is breaking down, and that something by way of supplement is needed for at least a large proportion of the children of the gentry in the new even more than in the older States of the Union. The nation may be—indeed, has proved itself to be—capable of very great achievements; but there is one thing which it can not do, and that is to beat nature. America as well as England must have a gentry, an aristocracy, call it by what name you please. This is a step which must be taken in the march of society; for, as the wisest of living Americans has said, and a man whose sound democratic principles are beyond all question, “a race yields a nobility in some form, however we name the lords, as surely as it yields women” (Emerson’s prose works, vol. ii., p. 248, edition of 1870). And this being once admitted, it becomes the duty of all good citizens to consider how the class can be trained so that they may be as helpful as possible to the nation.

This work has to be done, and a profoundly interesting and important one it is; indeed, it is not easy to imagine a worthier field for the exercise of the hearts and brains of men and women than

this of shaping and perfecting the machinery under which the select youth of a nation which owns a continent are to be trained to use worthily their great heritage. And if, as Mr. Emerson and his many followers prophecy, "the center of the British race is to be in America and not in England" (a proposition which, by the way, he adds, no Englishman of any condition can easily entertain, vol. ii., p. 293), the problem is scarcely less interesting for England than for America. For, if the ordinary signs of the times are to be trusted, the exodus of young Englishmen of the middle and upper middle classes, which has already set in, is likely to increase in volume beyond all former precedent in the next few years; and there can be no question that, among the influences which will determine its permanent direction, the possibility in the new home of obtaining for their boys the same kind of education which they are leaving behind them in the old, will not be among the least powerful.

A word, therefore, in conclusion, as to how the English system may be best adapted to new conditions and grafted on a new stock, may not be out of place here. And first as to ways and means. The past history of the United States makes it probable that these will be forthcoming from individuals, and that the supply of Peter Coopers and Ezra Cornells will prove as abundant in the America of the nineteenth century as that of John Colets, Laurence Sheriffs, and John Lyons in the England of the Elizabethan age. In the absence of single founders, however, funds must be provided by subscription, and it will be only necessary to make it clear that these must not be contributed as an investment yielding pecuniary returns. The interests of a proprietary expecting dividends can not be reconciled with those of a community desiring high culture. Some right of nomination, as in the case of the modern English schools of Marlborough and Haileybury, might be given to subscribers of a certain fixed sum, but beyond this there should be no possibility of profit or advantage to subscribers unless it be that they might, as in England, constitute the incorporated body of life governors, from whom the governing council of the schools would from time to time be chosen.

The question of site and buildings comes next in order. For many reasons the site should not be in the immediate neighborhood of any large town. Ample elbow-room for playing-fields should of course be secured, and considerable care taken in leveling and otherwise adapting them to their end. A farm adjoining the playing-fields would be of value in many ways. In connection with the

buildings, the question arises whether the boys should be boarded all together, or distributed in detached houses, and there is much to be said on both sides. On the whole, however, the evidence leans decidedly in favor of the former alternative. The system of allowing under-masters to open boarding-houses in connection with a great school, though almost universal in England, has undoubtedly tended to raise the cost of education, and to develop a particularist if not a caste feeling among the boys, who, like their elders, are only too apt to dwell on that which distinguishes them from their fellows instead of that which unites them. Moreover, where they are divided into a number of small communities the prevailing tone of the school, almost certain to be higher and healthier than that of any section, has less play and power. The main stream may flow on healthy and clear, while the back water in side pools is stagnating. All that is of value in the separate house system may be secured by the division of the school buildings themselves into houses, each supervised by its own master, and all sharing the common life, eating the same food, playing the same games, paying the same fees, and only distinguished by the comparative excellence of their work in the school-room and playing-fields.

As to government, the English principle of the division of responsibility between the governing body and the head master and staff can scarcely be improved upon. The former should have entire control over all questions of finance, and of the subjects of study, while the question of how and by whom they shall be taught should be left to the head master. The power of appointing his subordinates, and of limiting his discretion in details, though jealously maintained in some few cases in England, has been generally discredited. No one but a strong and wise man is fit to govern a great school, and, when he has been found, the only safe plan is to let him alone. How far the monitorial system, the government of boys by boys, and its corollary, fagging, should be established, or allowed, may be safely left to each school to determine for itself. We have already given at some length the best evidence on the subject from English sources, and concur unhesitatingly in the conclusion that in some modified form, not widely differing from that of the best English public schools, it will be found of the highest value, if not absolutely necessary.

One other question may be referred to, viz., that of numbers. It was Arnold's opinion that the extreme limit should be three hundred and fifty. Within that limit he held that a head master

might do his duty thoroughly by individual boys, but that this would be impossible in the case of larger numbers. Most of the leading English schools are now largely in excess of this figure, but those who have given most thought and attention to the question would be slow to affirm that he was not right. No doubt it will always be difficult to maintain such a limit in the case of a thoroughly good school, but the experiment will be found well worth a trial.

“Manners makyth man” was the motto which William of Wykeham, the father of English public schools, wrote up over the gates of his colleges at Oxford and Winchester, where it has remained ever since. “Schools make manners” might well be written over the gates of our modern foundations. The first sentence in Emerson’s chapter on manners, in his “English Traits,” runs, “I find the Englishman to be him of all men who stands firmest in his shoes.” If there be truth in that observation, and value in the characteristic it denotes, the credit must in great measure be carried to the account of England’s public schools; and, now that the relations between the two countries seem likely to become more and more intimate and cordial, there is no Englishman who will not rejoice to see foundations on the old model, but stripped of much of the lumber which has accumulated round them in the old country, scattered broadcast over the States from Maine to Texas.

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